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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Elementary School Principals

ONE of the highly important demonstrations of the creation of a new education is the functioning of the committee on standards and training for Elementary School Principals, of which W. T. Longshore, Greenwood School, Kansas City, Missouri, is chairman. The meeting of this committee in Washington, October 23-24, was the most constructive of anything of the kind that has been achieved. There were present Chairman Longshore, Ide G. Sargeant, J. Cayce Morrison, James F. Hosic, and John K. Norton with Secretary J. W. Crabtree of the N. E. A. and S. D. Shankland of the Department of Superintendence.

Frank W. Hubbard of Fresno, California, assistant in the Department of Research of the N. E. A., has been assigned to conduct the research work of this committee in finding what is the practice in cities of the United States in the selection of elementary principals; what these principals are required to do; and what they are permitted to do. The aim is to eliminate all unimportant, petty and fussy service, freeing him for real professional functions. The purpose is to make it possible for the elementary school principal to be a professional leader instead of an errand boy or office clerk.

The elementary school is to be placed on a level of efficiency with the best professional work in colleges and universities, certainly equal to any high school work in America.

The committee has a budget of $6,000 for this year's work, of which the Department of Elementary School Principals provides $4,000, and the National Education Association $2,000. The directive sub-committee in charge of the entire program in co-operation with the Department of Research of the N. E. A. consists of Chairman W. T. Longshore, Ide G. Sargeant, J. Cayce Morrison, John K. Norton and James F. Hosic.

George Bernard Shaw, famous British author, is awarded the Nobel prize for literature. This is supposed to mean $35,000 in cash. It is bestowed by the Royal Swedish Academy of Literature.

Dr. McKeever's Article

"VANITY of the Honor System" is treated heroically by Dr. McKeever of the State University of Kansas, in this issue of the Journal of Education. Dr. McKeever writes more along the line of ardently progressive education for a wide range of non-professional magazines and daily papers than any one else in the country has ever written. He is always interesting, is always thoroughly informed on anything of which he writes, and never hesitates to say emphatically anything which he believes.

We have known Dr. McKeever intimately for many years and always enjoy reading his messages. If at anytime I do not go as far or as fast as he goes I always realize that it is wholesome to have some one call attention vigorously to a real problem in education.

THE re-election of Charles A. Lee as state superintendent of Missouri is highly gratifying because it adds to the many evidences that the public is stabilizing administrative educational positions, and because Mr. Lee has been eminently appreciative of the needs of professional education.

Edward B. Ellicott

THE sudden death of the president of the Chicago Board of Education is deeply regretted, because he has been an able leader, devoted to the interests of the children in a remarkable way. The schools of the city were closed on the day of his funeral, and public appreciation of his services was demonstrated in many ways. The following message of Superintendent William McAndrew was read to the half-million children of the city by principals or teachers:—

"Colonel Edward B. Ellicott gave his time and his talents to the service of the schools, working without any other reward than his own satisfaction in doing the best for the children and for the city.

"It is a prime purpose of education to train men and women to serve the people. In his example you have the opportunity to stress this duty in honoring his memory. He served his country in the war. He worked for it in peace. He was a type of genial, generous, good citizen."

DR. PAUL V. WEST is assistant professor of educational psychology at New York University, and not connected with the University of Tennessee as we inadvertently stated in our issue of November 1 in connection with his article "Changing Ideals of Motion Pictures."

Kossuth Then and Now

TO TELL the story of Kossuth with the fascinating color and flavor of the Europe of today is as great a service as one should ask of novelist or dramatist. This has been brilliantly done by Leonora Loveman in "Revolt." [Harold Vinal, 13 West Fifty-fourth Street, New York.]

Kossuth and Garibaldi are the saints of European struggles in the middle of the nineteenth century. Those of us who caught the thrill of America when Kossuth landed here seventy-five years ago can never make a later generation understand the human interest of that hour or in the idolized leader of the "Revolt" that was succeeding so gloriously until Czar Nicholas of Russia hurled vast armies and treasures against one of the noblest heroes of all time, pitilessly crushing the Hungarian patriots.

The lovers of freedom the world over were shocked at the interference of Czar Nicholas, and he was never forgiven by those who hoped and prayed for the triumph of Kossuth. While Kossuth was harbored in Turkey and welcomed to England, it remained for the United States to receive him with wild delight. Those of us who recall the sentiment which swept the country at that time are living it all over again as we read the wonderful story by Leonora Loveman, who is of Hungarian descent, and was thoroughly familiar with all the setting of that famous "Revolt." There is nothing artificial, no strain upon the imagination, everything as real as is the story of Michael Pupin in his world-famous "From Immigrant to Inventor."

"Revolt" has as intense an appeal as has the story of any hero of America. This is the hour for students and their parents to get this view of Europe.

Distinguished Lexington, Kentucky

LEXINGTON, Kentucky, made famous by Henry Clay, the most brilliant political American orator, idolized by the best people of America in his day; still famous as the home of the best pure-breed race horses in the world; and famous also for a State University of rare scholastic standards, of a college of surpassing culture; and last, but by no means least, of public schools unsurpassed in all the South and rarely equaled in the North.

For many reasons we are personally attached to the Queen City of the Blue Grass country. We have known Lexington schools for more years than any other city of the South. We have been there with her teachers more times

than in any other southern city, and the teachers within a few months gave an unprecedented testimonial of their appreciation of our friendship for each other.

That which has made all this not only possible but inevitable is the friendship of M. A. Cassidy, with whom we have been delightfully associated for forty years. We cannot do better than to quote from an appreciative address when the Kiwanis Club of the city devoted a session to appreciation of Mr. Cassidy by Professor J. T. C. Noe of the State University of Kentucky.

"Superintendent M. A. Cassidy has served the citizens of Fayette county and Lexington, Ky., as school leader and superintendent for more than forty years. He has always been a man of vision, of stimulating personality, of good judgment in the selection of teachers, alert to the newest and best in education, with an insight into what is practical, rather than visionary and transient, in education. It is doubtful whether any other city in the Union has felt the imprint of a superintendent upon its character and life as has Lexington, Ky., that of M. A. Cassidy. He has always known personally and intimately his teachers. He has always taken a deep interest in the welfare of the children. He is genial and sympathetic, with a human touch that few school men have ever had. He has never allowed a salary to lure him away from his beloved Lexington. Although known from ocean to ocean and honored by many educational societies and recognized for his leadership, he has been content to live his life and build his character into the boys and girls of Lexington and Fayette county. There are thousands of men and women today who have felt his being working in their own from early childhood. He has had more to do, perhaps, with moulding the character of the citizens of Lexington than any other single man. He is beloved by teachers and pupils."

Aaron Gove's Articles

WE ARE using in this issue of the Journal of Education two articles by Aaron Gove of Denver, written in 1899 and 1901. We had an editorial appreciation of Mr. Gove recently which was appreciated by those who had never had the privilege of knowing him as well as by those who knew him intimately both personally and professionally, and we are sure that these articles, which he was writing frequently in the days when he was one of the educational leaders of the nation, will be appreciated by our readers.

We frequently protest against the prevailing custom of wasting space in "teachers' books" by references to writers whose opinions were of no value when alive. It is refreshing to be able to use two articles of a quarter of a century ago written by a man whose influence professionally and personally was national, and who created one of the great city school systems of America.

Salary Credits for Study

SALARY credit for professional study by teachers in service is a long stride in the recent creation of educational history. It is interesting to recall the change of sentiment of teachers regarding professional credits. The "Crediti tis" thrust at the craze for professional credits rejoiced those who wanted to remain as snug as a bug in a rug professionally. Rarely has any anything afforded as good an opportunity to distinguish professional reaction of teachers as when that word "crediti tis" was brilliantly broadcasted. Today the teacher who has not received credit for professional progress is a curiosity.

The change has been due largely to the greater service credit work now renders teachers and the schools. There are a few glaring defects in the science of credit bestowal but they are so few and so distinguishable that they will be remedied in the near future, and even now they are mere specks and not flaws.

Kansas City, Missouri, has combined so many virtues in its salary credit for professional improvement that it should be universally known. Any teacher, principal or supervisor who has served six years in the public schools of the city may be granted a year's leave of absence for study, research, or investigation for professional improvement. The salary credit therefor will be a thousand dollars.

The virtue in the Kansas City plan is the way in which the thousand dollars is received. It is not given in advance, is not given at the end of the year, but is received, twenty dollars a month, for the first fifty months of satisfactory demonstration of improved service in school work. The year's study must function in better service in Kansas City schools, and it must demonstrate improvement for five years before the last twenty-dollar payment is made.

This makes it clear to the most ultra tax-paying objector that the year's study improves the teacher, principal or supervisor for permanent service. We can see no liability to misuse of the year's time, no liability that the fruit of the year's absence will be used merely as an opportunity to get a better position elsewhere, and if it is so used Kansas City only pays the twenty dollars a month so long as Kansas City profits from the improvement resulting from the year's leave of absence.

National Education Association meets in Seattle July 1-8.

Belding's Page

EDUCATION IS "PAY DIRT"

IF THE discovery of a gold mine is reported people don't stop to learn anything more about it. They rush to the place where they suppose the coveted article is to be found. They submit to hardships of every kind in the elusive hope of finding "pay dirt."

How can a rush like this be started for learning? That is a major problem.

There is, to be sure, a rush to schools and colleges. But the desire of the rushers is not for the pure gold of learning. The more feverish quest is for baser metals. Only a few pursue intellectual studies as the Klondiker would pursue gold.

The problem is to make learning wanted. A notion has been spread around that diligence and thoroughness in study are not rewarding; that there's no yellow metal at the bottom of these diggings. So shovels and picks are applied with more persistent vigor everywhere else.

Recent investigation has shown that the college student of high scholarship has three times the chance of winning distinction in after life that the medium or low-grade student has. That is gold of a quality which even the stupidest can appreciate.

But success statistics alone will never create a rush for learning. Enthusiastic and inspired teaching will do more than anything else.

EMPHASIS ON CHARACTER

CHARACTER training is recognized today as the most salient function of the schools. It has always been part of the educational purpose to teach character; but a sort of concealed and perhaps nebulous part. But now the aim is more definite.

All discipline of the mind tends to discipline of conduct. The proper school atmosphere conduces to the growth of moral habits. Those with whom instruction has taken its natural course have generally turned out to be sound and virtuous citizens.

But more than this is now called for. The schools are asked to make up the deficiencies of the home, the church, the movies, the newspapers, and various other influences. The school undertakes the task courageously. It sets apart a stated amount of time each day for character education. The teachers turn their thoughts to the subject. Soon there will not be a classroom in the country where character is not emphasized.

If the effort is to be productive of the desired results, it will not consist of cold and formal statements, outlines, rules, distinctions and precepts, but of enticing and subtle suggestion in story and illustration; the best illustration of all being—the teacher's own life and daily behavior.

PRE-AMERICANIZATION

STEAMER Leviathan drew into New York the other day, bringing the usual complement of immigrants. They were like all other immigrants when they started from their homes, but when they landed they were just a little different from most who had preceded them.

For they had received a first lesson in the meaning of America while still on shipboard. They had been shown a composite motion picture of the life of Lincoln—whose rise from adversity might well be an encouragement to these newcomers in the days before them. They were shown other matters pertaining to the land of their adoption. They saw how one goes through the formal process of becoming an American. All this by means of the silver screen—a most potent means of education, when wisely utilized.

By way of celebrating the first pre-Americanizing picture show to be given on shipboard Secretary of Labor James J. Davis came aboard in person, and spoke to the group of foreigners. He told them America's rewards are to be won through hard work. He spoke as one who knew. For he himself came here as an immigrant.

Unfortunately, Mr. Davis cannot spare time to address all immigrants as they approach our shores, but the film lesson is to be given to all who arrive in ships of the United States lines. Ships of other lines may be included later.

The foreigner's early impressions of America are exceedingly important. His treatment upon landing is part of those early impressions. This should be such as to make him appreciate America, not distrust and hate it.

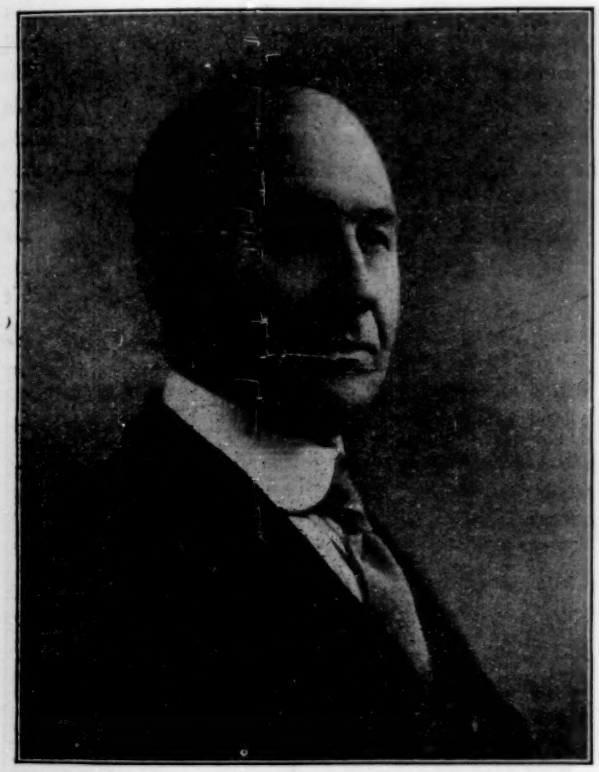
Anson W. Belding

Associate Editor.

Prosperity and Progress in Vermont

By A. E. WINSHIP

PROSPERITY and progress are nowhere more significantly in evidence than in the state made historically famous by Ethan Allen and Mollie Stark. The prosperity is brain made, unseasoned by politics, despite the fact that one hundred and twenty million people are trying to believe that prosperity from sea to sea, from lakes to gulf, is in the political keeping of her most distinguished son. Progress is educationally demonstrated more fascinatingly in the rural communities of Vermont than it has ever been in any other state north of



CLARENCE H. DEMPSEY
State Commissioner of Education

the Mason and Dixon line, and by only one state in the entire Union. We had heard nothing of the fabulous demonstrations of the prosperity of personality until we stumbled upon it from the southwest corner of Vermont to the northeast border, but we had heard the broadcasted message of wonderful educational embryology, and because of these radiographic professional disturbances we spent four mid-October days with those responsible for the glories of idealized rural schools in valleys and on mountainsides. There were no Green Mountains in northwest New England as we reveled in the glorious artistic riot of every conceivable hue, tint and tone of color on massive rock maples of classic form, of beeches and birches less cultural in form but no less brilliant in their gowning. The fascination was enhanced by the fact that we were ahead of the frost, for the charm of nature's glow means as much to October roadsides, valleys, groves and hillside forests as the bloom of girlhood surpasses the artificial blush. In those memorable days in which we were crisscrossing back and forth from the Adirondacks to the Connecticut we threaded every valley, traced a shore of every lake, and crossed every mountain range. While the motor never wearied the changing gear told what it was doing and why the gear-shifting. Never before had we suspected and under no other circumstances could we have realized that there are more than nine hundred mountain peaks in Vermont ranging from more than two thousand to nearly five thousand feet in height. Much as we enjoyed those matchless October days with exceptional personal and professional comradeship, rich and rare as the experience was, we were not there for a joy ride on a holiday season but rather to learn by observation of the transformation of undesirable, tragic, dilapidated rural schoolhouses into buildings, equipment, professional teaching, modern school life in a community atmosphere as good as that of any city in the state and all this achieved in five years. Five years ago hardly one of the eleven hundred one-room rural schools had decent lighting, heating or ventilation, few with appropriate seats and desks, blackboards, globes, encyclopedias and dictionaries, and worst of all few had indoor or decent outdoor toilets.

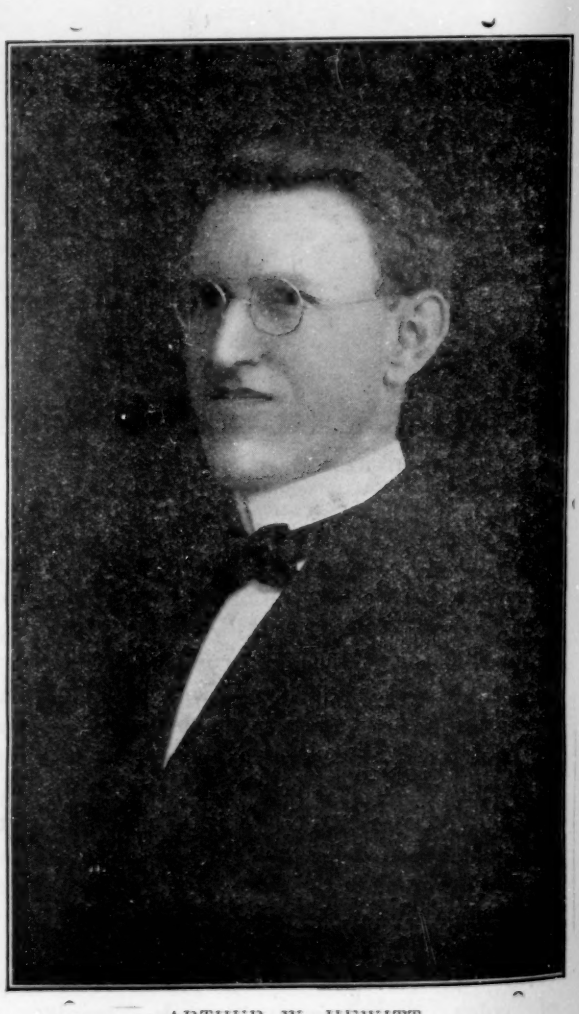
Today every one of these eleven hundred rural districts has done several things to improve the situation and more than a third of them have been transformed as by magic. It took one entire year to get twenty of these eleven hundred schools in progressive action, despite the fact that the State Commissioner of Education and two assistants devoted practically all of their time to fighting the traditional disease of "What's the use?" In every one of these eleven hundred districts there were men of influence, political and economic, who objected to criticism of their vile outhouses, of their rough little schoolyard, of the cross lighting of schoolrooms. Everywhere was the cry of "Can't afford it." "Taxes too high now." "Farming don't pay." "A schoolhouse that was good enough for us is good enough for other folks' children now." Every-

where it was whispered: "If we don't look out our girls will not be allowed to teach," and above all was the cry of local authority which the state officials would destroy.

It took nearly a year to get the first two schools improved. Circumstances made it easy for the first one, which was in St. Johnsbury, and was practically ready for standardization. The first real county school standardized was the result of the brilliant leadership of Mrs. Dorothy Canfield Fisher, who even accepted appointment on the State Board of Education

CAROLINE S. WOODRUFF

to help the cause. The district is the residence of persons of culture and refinement, who live there because it is socially and every other way attractive. Mrs. Dorothy Canfield Fisher's girlhood was in three State Universities, of two of which her father was president. Her pen has brought her personal and professional fame and fortune, and it was easy to make that community district school a charming community centre, but the other eighteen districts were not naturally easy. There were the eleven hundred; one out of every fifty-five was prevailed upon to start something and get somewhere. The next year about twice as many were started, but that was the tough year. The opposition organized, tax reformers were busy. The champions of local autonomy often had the leadership of self-righteous idealists who saw all sorts of evils a-brewing in state interference. When these men of influence became mischievous, women of influence asserted themselves. Miss Mary Jean Simpson of Craftsbury, whose family had been leaders of the country thereabouts, suddenly developed righteous indignation. She had taught a rural school and realizing her inefficiency, had been away to school and college, and naturally wanted a good school in her district. There were seven districts in Craftsbury, and when she and her neighbors wanted a standard school in that district the town committee said that the old building did need some improvement, but it could all be done for two hundred dollars, and they appropriated that amount for "needed repairs," but Miss Simpson was not so easily disposed of and before she was through with the campaign the people had come into the game and $2,000 had given the district as modern a school building as there is in any city in the state. Large school grounds all given by owners of the land, running water piped from an exhaustless spring on the hill, indoor flushed toilets for girls, and one for boys; scientific heating, lighting and ventilating, movable seating, real blackboards, cork



ARTHUR W. HEWITT

walls for use in illustrative work; electric lights for community meetings; kitchen equipment for hot luncheons and community occasions, library, hanging globes, maps and every aid for the best teaching. Out-of-doors, the best of playground equipment. The basement is cement proof, and windows fly-screened.

The state always contributes three hundred dollars when a school plant meets all standard requirements. The public has never failed in any emergency to meet all standard state requirements. At one juncture when the people seemed to have contributed the last dollar, there was urgent need of one hundred dollars more. A free chicken supper was suggested,

MARY JEAN SIMPSON

which was to be followed with a free-will offering, and the result was one hundred and twenty-five dollars. Naturally the spirit was contagious. Other districts wanted standardized schools, and the town would gladly have voted money, but since the first district had only two hundred dollars none could have more, and six of the seven districts now have first class equipment with the two hundred dollar town appropriation. But Miss Simpson was thoroughly aroused for Vermont, as she had been for Craftsbury, and two years ago she announced herself as a candidate for the state legislature. This was too much for the men who always sit on the tail of progress and shout "Whoa!" They said all this was the result of this school business. It was time to put brakes on these progressive women. The traditional political bosses had a nightmare. Never has conventional Vermont had a more vitriolic anti-campaign than when there was a possibility of a woman going to the legislature from Craftsbury, but she won easily, and in the session of 1925 few men approximated her influence, and progressive education in Vermont was made practically unanimous, and nothing is surer than that a second third of the eleven hundred rural schools will be equal to the best within two years, and then, more slowly, the rest of the eleven hundred will be gathered in, for it is in the atmosphere, thanks to Mrs. Dorothy Canfield Fisher, Mary Jean Simpson, Mrs. Julian Dimick and others.

It is worthy of note in passing that at the end of the year in the Legislature Senator Dale invited Miss Simpson to accept a Senate clerkship in Washington. When the final account is rendered the credit for the education of the Green Mountain Boys of 1921 to 1926 will be given to the women teachers of the state under the brilliant devoted leadership of Caroline S. Woodruff, principal of the State Normal School at Castleton, a woman of commanding personality whom all the teachers of the state follow with intense loyalty. Practically every forward movement in any district has a woman teacher in leadership. One of the most interesting incidents is of a woman in whose district the town committee would do nothing. Only one thing at a time was talked of, but the building was re-created. The people responded until all improvements that they could see were

EDNA K. GEORGE

really needed were made. Then the teacher wanted a few hundred dollars worth of extra necessities which were professionally important. Saying nothing she ordered these. The town officials were scared, and demanded to know who was to pay for this, and she said, quietly: "I am." At once a meeting was called, and for the first time the town voted to assume this expense.

The most interesting incident with which we became acquainted in the Vermont rehabilitation was that of Miss Edna George of the Root School, Norwich, Vermont. With one year in the State Normal School, while still scarcely out of her "teens" she went to Root School in a poor old neglected building which had not one redeeming feature, and a school board somewhat indifferent. She started a Parent-Teacher Association, talked a "Standard School" to every one. Her zeal was contagious. Farmers as well as their wives became interested. They scared the school board into action. The school building was soon remodeled with indoor toilets, modern equipment in every way, including a complete kitchenette. So perfect was everything that when the year ended the school won the "Proctor Prize" of one hundred dollars for the greatest improvement in 1925.

But even this was not enough to satisfy the progressive aspirations of Miss George. West Fairlee Centre, a district in a neighboring town, sent to consult this young teacher about having a standard school in their district. Even the superintendent in whose group of schools was West Fairlee assured Miss George that the district was very poor and positively nothing could be done. While it was no affair of hers she took the matter to heart, visited people on week-ends, until the interest was so great that a special town meeting was called and Miss George was asked to speak, which she did so effectively that there was an overwhelming vote to have a standard school. The district superintendent and all of the teachers are now in the game all the time, and the campaign is so far advanced that nothing can check it. Until 1924 the opposition was so entrenched with political and economic influence that timid district superintendents, and the teachers who feared them, listened to the whispers of these tax opponents, to these "let-well-enough-alone" prominent (?) citizens, that many dared not enter heartily into the crusade, but when Mrs. Dorothy Canfield Fisher, Miss Mary Jean Simpson, Mrs. Julian Dimick, Miss Caroline S. Woodruff, Miss Rose Lucia, Miss Marian Gary, and innumerable other women led off so fearlessly and heroically the opposition slumped completely and there is no longer any question but that the sentiment in political and economic circles is clearly with State Commissioner Clarence H. Dempsey and the State Board of Education under the brilliant leadership of Dr. Arthur Wentworth Hewitt. Mr. Dempsey has demonstrated superb skill in leadership of Vermont, which is an exceptional social and civic unit. He knows all leaders of all classes of citizens in every section of the state. There can be no question about a hundred per cent. standardization of ninety per cent. of the schools in the near future.

Educational progress is assured and prosperity is equally in evidence, and it is basal, which has high significance. For illustration, a young man was a physical wreck from infantile paralysis, so he used his brains, and today he has several factories, employs more than two hundred men and women, native Vermonters, making handkerchiefs which are so appreciated everywhere that the market is never overstocked, and his success needs no protective tariff and the anti-immigration law does not jeopardize his business.

The maple sugar industry has long been of great importance, but of late it is intensified by transforming it into "Maple Grove Candies," which have a limitless market at an unquestioned price. Again this needs no political boosting and no imported labor.

Julian Dimick came to the Green Mountains to die by degrees because of overwork in big business in New York City. He preferred to enjoy the great out-of-doors, and the same intelligence that had made his success in the world metropolis was in action in the country, and he found himself raising the best potatoes the market wanted. So he sorted out a size that was big enough to bake scientifically, and he cleaned them culturally, gowned them in tissue paper artistically, individualized them in personal compartments a dozen in a box, and captured the trade of all hotels that specialized in serving classic potatoes. His acres cannot produce enough to supply the ambitious hotels, and he advertises for all A No. 1 potatoes, sorts them, dresses them, gowns them, puts them in exquisite apartments, and even Vermont farms are pressed to the limit to keep Mr. Dimick's establishment in action.

With the same enterprise Vermont orchardists have created a limitless market of their own for choice varieties, artistically harvested, and again they need no tariff protection and no imported labor.

These are samples merely of the independence and intelligence which the best schools and the best social and industrial conditions are promoting in the land Ethan Allen and Mollie Stark made famous.

Vanity of the Honor System

By WILLIAM A. MacKEEVER, LL.D

Lawrence, Kansas

THE present practice of selecting so-called honor students in high schools and colleges, and publicly ranking them in a supposedly superior class, is a false, vain and disturbing factor in our school system, and it should be at once discontinued. This custom is a relic of the ancient idea of the so-called learned professions, when it was supposed that only the few could be educated for higher callings.

Jealousy, envy, vanity, nervous depression, and other forms of unbalanced self-consciousness result from this out-of-date practice. Many people in middle years, especially women, are semi-invalids today because of long-standing jealousies and disappointments first made possible and then a habit, by the individual competitions and consequent destructive emotions of early school days. It is now known that disturbing emotional shocks of, during adolescence especially, leave deep wounds in the subconscious nervous system, which tend to grow ugly as the years advance.

First of all, consider the false sense of worth almost forced upon the honor student, as the result of his being placed in a distorted position with reference to his fellows. Yet, very probably, he shines only by and through his bright memory. He may be weak physically, and well-nigh a failure in many of the substantial tests of a balanced personality. He may be selfish, pettish, vain, and trifling, and lacking in many of the common courtesies, and yet an "honor" student.

Second, consider the wrong proportions of the mind of the student failing to win the honors--his alleged inferiority of rank, his enforced attitude as an applauder of the honor student, his bitter regrets, his jealous and envious feelings, his sense of shame at home, as he admits his failure to his parents, his inability, without help from parents or teachers, to set up a satisfactory compensation striving. The so-called honor system is a blow to his pride, and also an instrument for rendering his own true and altogether worthy virtues obscure if not hopeless.

Third, consider the disturbance in the peace and well-being of the families—the false and supercilious pride of the parents of the "honor" student, the crushed and embittered feelings of the parents of those who all but win in the contest, the murmurings and the complainings, the petty gossip and the permanent injury to the possible peace and good will among the patrons of the school. Often the announcement of the honor list is the beginning of a neighborhood row, which lasts indefinitely and dies hard.

"There is a bright spot in the life of every one. As teacher I search this out and bring it into prominence before all. One can sing; another sew; one can speak in public and another can spade up the garden; one can recite well in history and another can repair well a machine.

"'Arise, shine, for the Glory of the Lord is risen upon thee.' This is my challenge to every student no matter what his place, position or family."

In the school of my choice every member is an honor student There is a bright spot in the life of every one. As teacher I search this out and bring it into prominence before all. One can sing and another can sew; one can speak in public and another can spade up the garden; one can recite well in history and another can repair well a machine. "Arise, shine, for the Glory of the Lord is risen upon thee." This is my challenge to every student, no matter what his place, position or family. I will not only myself show honor and pride toward each and all, but I will show up the point of honor of each to all. Not one shall be slighted; not one shall be omitted.

Here is a youth of slender, delicate form, who ranks high as a student of history, mathematics and literature, but he knows nothing of plain industry, self-reliance and rudimentary business. Physically he suggests the ten-year-old. Why should he be given honors above his schoolmate who happens to make only average grades in the academic subjects, but who is master of some basic industry, is sturdy and self-reliant in employment, and is already trained sufficiently to make his own way in the world? Yet this stupid thing is being done in the schools all around us.

We are now entering the era of the "cultural

wage." Right or wrong, there is a leveling up and a leveling down, so that every worthy calling is to rank equally with every other one. The joys of a free, happy existence are coming to the masses. There will be no high nor low among the professions. I hail that day with delight. And in the course of my visit at more than 1,000 public schools and more than 100 colleges, I have found many teachers who are like-minded.

If the so-called honor student possesses any real or intrinsic merit or advantage over the average youth in the substantial things of life—and I seriously doubt it—the affair should be treated as one of extreme modesty, humility and passion for service of his fellows. But the reverse is true, as the matter is managed today. The "winner" is held up to be admired. I contend that it is time to drop this disruptive, mediaeval, individualistic system of grading a few students on a false honor basis, and thus insulting the equally worthy virtues, either latent or active, in all the others.

The Value of the Teacher's Work

By AARON GOVE

I FIND myself this morning thinking and knowing that I am unable properly to estimate myself. A man is incompetent to form a true estimate of himself; some one outside and beyond him must make that estimate. With regard to that which he brings forth or assists to bring forth, if he be working in the material world, the product must be measured and weighed. The artisan constructs with his hands; he is able to estimate the value of the product; he knows about it. Nature grows a tree in the forest for us, and that tree grown by the law of Nature is of that character and of such substance as can be used and its value calculated exactly. That man can measure his ability so far as ability goes and is the judge of his work, but in the world in which you and I live and move, no adequate measure can be made of the product or the result of our effort. The one who puts forth the effort is especially incompetent to measure his power for good or the value of that which he has accomplished; that must be done, though indifferently, by others, not by himself.

And so the value of the teacher's power and influence for good and the calculating of the value of the product is an impossibility and only measurably possible by outside power. No one of us need to say: "I am a good teacher and I can prove it," because the proof is not with us. No man dare say: "I am a good schoolmaster," unless some one else has told him so; he does not know it himself because he cannot judge. When teachers work together month after month and year after year without asking their friends to measure them; when a teacher is satisfied that he is doing the very best thing that can be done, and that he is of much more account than his neighbor, he would better look out, he is on the down grade, and may wake up suddenly and find that the world has no use for him in that line.

There have been some changes this year, and every year, and the conversations and guesses that I have heard, with regard to these movements of the Board of Education, would be ridiculous if they were not monstrous—some of them. I must remind you that age has very little to do with some of these changes. The longer one lives the more he knows and the stronger he is, except physical disability interrupts. No one of us can work along from week to week without being able to know whether the effort that we are putting forth is worthy of us and is good. We have friends enough to tell us if we choose to ask them, and it is much better than to continue and suddenly realize that the work of the year has been unworthy of us. The superintendent of schools usually has the courage to say to one of his associates the truth with regard to the work that he or she is doing, if he is asked. One may say he ought to tell the truth without being asked. That is not necessary always. The principal of the school knows pretty well how the teachers in the house rank with regard to ability; the principal of the school knows full well whether the chief effort of life is teaching school or something else, and he would be willing to tell; and if he had not the courage—it is not courage, it is an unwillingness to inflict pain—if he is not willing to do it, the superintendent is. It ought not to be necessary for the superintendent to seek for an interview for general condemnation of work. There ought to be that feeling in the man that,

striking deep, shall tell him that he is not getting along nicely; that he is not strong, and that he cannot afford to trifle with his work; there ought to be something within a man that tells him that; I am trying to say that some one will tell him if he asks, so that no sudden movement can take place.

What I have said is dangerous to some of us. I have thought of that many, many times—how dangerous it is to make remarks along the line I am making; dangerous because of the pain they may inflict and because they are appropriated in scores of cases by individuals who have no business to appropriate, and occasionally where one ought to appropriate every word it seems to glide away.

I started to say that a man cannot measure himself with regard to the immaterial product which is the result of his effort; more than one generation will be required to measure the product of a man's life effort. I attempt to measure myself when I say that I do know something of my work and that my opinion of school teachers and schools is worthy of consideration—of course, I know it is. I have been told it is not. I could amuse you for an hour by telling you stories of things that are going to happen; movements that are going to be made; changes that are to occur, I could amuse you and you would say they were very ridiculous. I want to impress on you that we shall stay here just as long as we choose, age has nothing to do with it. The best schoolmaster I ever knew, the very best, I saw working in Belleville, Illinois, and he was eighty years old. Emma Willard of Troy, one of the very best school teachers in the world, was good to the day she died. Age cannot take away the efficiency of the teacher; physical disability can, but age cannot. It mellows and ripens and adds what thought and experience of years can do to the power that existed before.

"The calculating of the value of the product is an impossibility and only measurably possible by outside power. No one of us need to say: 'I am a good teacher and I can prove it,' because the proof is not with us.

"When teachers work together month after month and year after year without asking their friends to measure them; when a teacher is satisfied that he is doing the very best thing that can be done and that he is of much more account than his neighbor, he would better look out, he is on the down grade, and may wake up suddenly and find that the world has no use for him in that line."

By the President of the United States of America

A Proclamation

As a nation and as individuals, we have passed another twelve months in the favor of the Almighty. He has smiled upon our fields and they have brought forth plentifully; business has prospered; industries have flourished, and labor has been well employed. While sections of our country have been visited by disaster, we have been spared any great national calamity or pestilential visitation. We are blessed among the nations of the earth.

Our moral and spiritual life has kept measure with our material prosperity. We are not unmindful of the gratitude we owe to God for His watchful care which has pointed out to us the ways of peace and happiness; we should not fail in our acknowledgment of His divine favor which has bestowed upon us so many blessings. Neither should we be forgetful of those among us, who, through stress of circumstances, are less fortunately placed, but by deeds of charity make our acknowledgment more acceptable in His sight.

Wherefore, I, Calvin Coolidge, President of the United States, do hereby set aside Thursday, the twenty-fifth of November next, as a day of general thanksgiving and prayer, and I recommend that on that day the people shall cease from their daily work and, in their homes or in their accustomed places of worship, devoutly give thanks to the Almighty for the many and great blessings they have received, and seek His guidance that through good deeds and brotherly love they may deserve a continuance of His favor.

CALVIN COOLIDGE.

White House, November 3, 1926.

The Usurpation of the Home by the School

By AARON GOVE

THE American home is giving way more and more to the encroachments of the public school. The paternalism that is so evident in other lines of social and political economy casts its light and shadow across the threshold of the home. The changes underway in administration of local and national government, the progress in the arts and practices of common life, demanding modified surroundings, extended conveniences, elaborate decoration, and richly varied cuisine, appear as an influence upon child life as the pupil reaches the age for continued and regular intercourse with teacher and school.

More than ever the chief function of the parental relation is acquisition of material wealth. Little by little that which pertains to the far greater and more important features of life—the training and cultivation of the spiritual and the intellectual—is relegated to the schoolmaster and the schoolhouse. Who shall say whether or not this modern movement toward a radical change in society be a real step toward advanced power and culture with the nation, or the turning point in history when the severe religious and effective discipline of the early American home shall disappear. Whatever be the opinion, the condition is upon us. Active schoolmasters are compelled to seek for measures competent to the occasion; to consider steps that, taken, shall prevent retrogression.

In the beginning the school was avowedly for religious and intellectual training. No thought of our fathers is apparent, that the school had any rights, was to perform any of the duties in the teaching and rearing of the child, that pertained to the parental ownership.

The boy belonged to the father, belonged to him in all that is material and essential, covering all time to his twenty-first birthday. Whatever of income inured to the son, from any source whatever, belonged to and was appropriated by the father, with the thought that it had been legitimately acquired by the rearing and training of the boy.

Soon a more sentimental and to the present mind, human method of treatment of the child, obtained, until now frequently at a very early age, ownership is exchanged, and the boy or girl often appears as the dictator in important management of the household and absolute dictator of his own individual desires.

This changed condition of home relations accounts in part for a necessity for changed school relations.

The school, on its part, has not been slow to accede to and even ask for increased authority. For a teacher to require, under a rule of the board, and that rule declared valid by the Court of Justice, that a child not only render a written excuse for absence from school, but in addition, demand the details as to the cause, thereby requiring and compelling a personal knowledge on the part of the teacher, of private, domestic and family affairs, would have aroused in our fathers the spirit of rebellion that follows a violation of the rights of free American citizenship.

By quiet and persistent encroachment the school is usurping the functions of the home. It must be noticed, however, that the concession seems to be quite readily and somewhat cheerfully made.

The typical home is made up of father, mother and children. Most fathers of the present have turned themselves away from the supervising of any detailed training for the children. They reserve the right of counsel in a general way, with no intention of inspecting the execution; they are in at the initiative and the conclusion but not during the process. The notion is prevalent that the breadwinner should be chiefly the breadwinner; that the charms and blessings of connubial life are, when not equal, second to the necessary and important business interests, upon the outcome of which all else seems to depend; for, should the latter fail of accomplishment, all other interests fail or are crippled.

The same fondness, pride and ambition for the children exists now as before; in many instances it has assumed a different form of expression.

To the mother of the household is entrusted the immediate management and direction of the youth. Some of the mothers of the present have chosen to enter the field of direction in governmental affairs and become actors, as they believe, on an advanced stage of woman's life.

Whether one agrees that the helpfulness or betterment of society accompanies this change is unimportant here. Mr. Peck and Mrs. Stetson are arguing that issue. The fact remains that women have entered as active participants in the conduct of public affairs. Many of them will continue along that line of activity and prosecute with all the intensity, virtue and earnestness of the sex, the many enterprises, political and social, with which they are now

engaged or upon which they will hereafter enter.

This new life for women means a necessary relaxation from what has been a part of the accepted traditional duty of mother. It does not follow that society is not the gainer thereby. Sparta was not alone in asserting that the state was the wisest and best trainer and custodian of the youth of the country. It concerns the purpose of the present paper to suggest the means by which the school shall take up the efficiency and wisdom, the tasks and duties of traditional home training, the relinquishment of which appears to be the tendency of present times. When, at the beginning, home and school were both occupied with the child, six hours a day was assigned to the latter, for a small part of the year; all the rest of the hours belonged to the supervision of the home.

Now, with the increased duties assigned to school, the enlargement of the study field, the increased lines of culture demanded, including art, science and athletics—even sports and games—amid unprecedented and unlooked for requirements, covering the large part of the pupil's wakeful day, the time of association with the teacher is often less than six hours. With the recession of the parent must come the accession of the teacher. The pupil, if allowed to drift into trouble or impotence, on account of the transfer from the home of duty and responsibility, must be saved by a corresponding transfer of time. The state has assumed more completely to train the youth, or the home has demanded that the state, at the expense of the public purse, take more intimate and direct control of the youth.

If to any of my readers this position seems to be extreme, I have to reply that while one will insist that his home is not the kind mentioned, he will recognize others within his knowledge that are.

The position of this paper is not that the demand is universal that the state assume this work, but that we have seen this movement grow until, especially in cities and large communities where incidental tasks and duties in the domestic life are impossible of assignment to the boys and girls as in former times, a life of idleness, coupled with neglect from home, must follow unless a rigid and regular regime be established and enforced for the individual child. This leads to the necessity of more extended association with the teacher or tutor.

From six hours a day the association must be extended to eight or ten hours, but not necessarily in a schoolhouse or schoolroom. The modern course of study includes out-door work, field work and inspection and observation of Nature in place. Intellectual tasks, as such, have been lightening too much for a few years past. The average ten-year-old pupil today is not so strong in reasoning power as was his grown-up brother at the same age. Observation, so called, too often superficial and trivial, is now cultivated to an extreme, and the training of reason and memory and calculation has lapsed. This, however, is but temporary; we shall soon, very soon, swing back to the reasonable course.

The tide of softness that has extended to mellowness and ease, the misinterpretation of Herbart, or rather the misapplication of "the doctrine of interest," while unfortunate for a few teachers and more pupils, together with that harmful notion that the pupil should chiefly do that which is agreeable and refrain from the unpleasant, has nearly if not quite reached its height. The ebb is near at hand.

I am trying to say that the present disposition to relinquish the home training of children and the enlarged field of elementary instruction demanded, requires a changed condition in the mechanism of the schools; that so far, the amount of effort on the part of the teacher in the training of the child has been much increased, while the time for that work has remained the same. It may be true that six hours a day is quite long enough for formal teaching. The other kind of instruc-

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is dangerous!

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tion—not necessarily a rigid adherence to the performance of the assigned task—is quite as important and means must be forthcoming for attention to that part of the training of youth.

At this time, on the morn of impending revolution, or in process of evolution, of the school system, one dare not venture to name exact methods for the accomplishment of this purpose. The field as you and I must see it, forces the conclusion that the school in its formal state has remained chiefly as when our parents instituted it, while every other phase of thought and action in the social, industrial and political world has changed. No pessimistic idea is public lecture-room, free to all the people and convenient for use during the entire waking day, warmed and lighted every evening, as the people may desire.

It is also ready to furnish necessary instruction during all these hours. This step will be taken—in truth, it is well under way, as demonstrated by the free "School Board lectures" during the winter in so many of our cities.

The whole scheme laid out involves an increase in expenditure for public education, consequently an increased tax for the support and maintenance of schools. That will follow as a matter of course when the people are ready, because the genius of our government presumes that a wish of the people, consequent upon their ability, will be gratified at demand.

Witter Bynner

WITTER BYNNER of New York, poet, essayist, and lecturer, has won the affectionate appreciation of tens of thousands of high school students by magnifying the literary merit of high school students. For five years Mr. Bynner has given an annual prize for the best college-written verse, and now he is to give an annual prize to high school student writers of verse.

The Scholastic, a national high school magazine, issued student-written numbers in which there was such superior merit that Mr. Bynner offered a prize for 1925, and the revelation of merit in that contest led him to make his prize an annual affair. The interest was so great in the contest of 1925 that The Scholastic has issued a captivating volume, "Saplings." Mr. Bynner, who has read a vast number of the verses submitted by the contestants, says there is no appreciable difference in the merit of high school and college verse. Approximately thirteen thousand high school student-written manuscripts have been received and read by The Scholastic.

The following letter was written by Mr. Bynner to Maurice R. Robinson, editor of The Scholastic:—

Dear Mr. Robinson:

The impressive group of poems submitted by high school students for the competition has revealed, to us watchers of poetry, several gifted youngsters whom we might otherwise have awaited a long time without finding.

To my great surprise, there is very little difference in merit between the best of the manuscripts submitted by these high school poets and the best of the manuscripts submitted by college poets in the undergraduate contests I have been watching for five years now. Critics and casual observers of our interest in the work of very young poets incline to dismiss airily the likelihood of valuable discoveries, forgetting how much of the world's purest poetry has come from youthful singers. The one fear in my mind is lest attention might be more injurious than neglect; but I reassure myself that that sort of doubt verges on literary sentimentality. Great periods of civilization have been accustomed to honor their poets, both old and young. Despite the American helter-skelter of nerves and fears and fatigues, a good many of us are ready to welcome, as in this present interest, omens of civilization.

Congratulating the Scholastic and assuring you that it has been an honor to have my name associated with this happily fruitful contest, I am

Faithfully yours,
Witter Bynner.

Thanksgiving Day

By RUSTIC BARD

We thank Thee, Father of mankind,
For all Thy watchful care.
Rich blessings, Lord, Thou has bestowed
Enough for all a share.
Our bins are full of golden grain
The hungry world to feed.
There's food enough for each and all
And then enough for seed.

We thank Thee, Lord, for lowing kine
Upon a thousand hills.
We thank Thee for our fertile plains,
For rivers swift that run our mills.
Our fac'tries run both day and night,
The mill wheels never cease.
A living wage men now may earn
And business thus increase.

We thank Thee for the food Thou giv'st
On this Thanksgiving Day;
For tables spread with viands rich
Our hunger to allay.
We thank Thee, Lord, that peace now reigns
O'er land from sea to sea,
That we from scourge and famine dire
Throughout our land are free.

We thank Thee, Lord, for liberty
And for our native land.
We thank Thee for our country's flag
That floats so proud and grand.
We thank Thee for the church and school;
For those who lived and toiled
And gave to us our heritage
Untarnished and unsoiled.

Character Chats

A Journal Feature Which Is Helping to Mould the Lives of Boys and Girls

By JOSEPH B. EGAN, A. M.

The Ring of Reason (Part One)

THERE was once a fairy named Almost Anyone who dwelt in the house of his father under the roots of a great oak known far and wide as the Tree of Life. The day came when Almost Anyone prepared to leave his father's house and go out to make his own way in the world. As he stood in the doorway, cap in hand, his father said to him: "Son, where are you going?" "I am about to seek through the world for Happiness," answered the son. "Do you know," replied the father, "that Happiness does not exist except in your own soul?" "Does not exist!" cried Almost Anyone. "Why, father, everyone in the whole world is searching for Happiness and someone is finding her every day." "Very true," said the father, "but, just the same, Happiness does not exist except in your own soul. My boy, you have yet to learn that the Happiness people finally find is the same Happiness that has been growing up in their souls and which, finally, takes some earthly form. Make up your mind, therefore, what manner of Happiness you desire; go on your journey faithfully and that kind of Happiness will greet you somewhere along the road clothed in the garments of earthly things." So saying the father gave his son a magic ring, named Reason. "Because I love you so very much," he said, "I give you this magic ring. If at any time you wish to see the kind of Happiness which you seek breathe on the ring and say: 'O Happiness that comes from this or that, appear to me,' and at once that Happiness will be seen in the setting of the ring."

At a crossroads, not far off, Almost Anyone came across a group of young men who were smoking cigarettes. "Join us," cried one, "Here is Happiness for all time to come," but Almost Anyone thought of his father's words, and said to himself: "Here is a chance to try the ring," so he breathed on it and said: "O Happiness that comes from cigarette smoking, appear to me," and instantly an ugly blood sucker coiled its black body around the setting in the ring and moved its horrid head this way and that as though seeking human blood. At the sight Almost Anyone shuddered and would have torn off the ring and thrown it away had not, at the same instant, the blood sucker disappeared. "Excuse me," said Almost Anyone, "I want none of the Happiness that comes from smoking cigarettes. I know what it looks like and what it will do to me." So saying, Almost Anyone went on his way. In time he came to a young man sitting on a rock beside the road. "Friend," said he, "why do you sit on that rock?" "I am waiting for night to fall," said the stranger. "When it is good and dark I am going to rob the treasure chest in yonder castle. With plenty of money in my pocket I shall be the happiest man in the world. Come along with me, and I shall divide the gold." While he was talking Almost Anyone thought of his ring, and breathed on it, and said in silence: "O Happiness that comes from stealing things, appear to me," and instantly a maggot such as flies breed in a garbage can appeared in the ring's setting and wriggled its fat body this way and that as though searching for food. The fairy prince shuddered and shook the ring and the maggot disappeared. "No thanks," answered the fairy prince. "Gold come at dishonestly is like a maggot in one's soul. It will eat into the spirit and destroy its beauty and fill it with disease and death." So saying the fairy prince departed.

The Ring of Reason (Part Two)

TOWARDS evening of the same day Almost Anyone came to a little castle in whose courtyard a young man sat looking into a small pond. There were lilies on the surface with petals of soft pink and gold, and lovely green pads spread out their palms everywhere, but the young man sat intently watching a number of ugly eels that wriggled in and out among the rocks. "What are you seeing there in the water?" asked Almost Anyone. "Nasty thoughts," said the young man. "It's great fun to watch them wriggle in and out among the rocks. Come along and watch them with me." By this time the fairy prince had got so used to consulting the ring of reason that he breathed on it at once and said: "O ring, show to me the kind of Happiness that will grow up within my soul if I think dirty, nasty thoughts," and at once a dead bird appeared in the setting of the ring. In each eye of the bird was a living blood-red worm. "No, no," cried Almost Anyone. "There is no real happiness in dead wings and blinded eyes such as come from evil thoughts. I prefer to keep my mind on the lovely water lilies." The evening of the next day the fairy prince came to a big tree under which lay a wounded man. Above the man's head, tacked to the tree, was a sign which said: "Give this man no help or

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you shall be dealt with in like manner." "What a dreadful thing," cried the prince. "I cannot pass by without giving a helping hand. On the other hand, if I do give this man aid I shall be set upon and beaten. I shall consult my ring." So the prince breathed on his ring and said: "Show me, O ring, the kind of Happiness that comes from being kind in the face of trouble." At once in the setting of the ring appeared a brilliant little sun, and even as the prince watched, it rose higher and higher, and violets blossomed beside a rock and birds sang happily. "Kindness brings joy into the world," said the prince, and with that he bent over the wounded man and cared for him. While he was about his task of mercy three robbers broke from the woods near by and rushed at him. "Did you not read the warning?" said one. "You shall be beaten," said another. "We shall leave you like the man you help," said the third. At first the fairy prince was frightened and started to run away, but stopped when he thought of his ring. "O ring," he cried, "show me the kind of Happiness that comes from running away," and instantly a cringing slave appeared in the setting of the ring. Over the slave stood a master who beat him with a long whip. "Better to die than gain that sort of Happiness." cried Almost Anyone. So saying he turned back and faced the robbers, and because he was armed with the sharp sword of righteousness, beat them so badly that they fled away crying for mercy.

The Ring of Reason (Part Three)

BUT the day came when Almost Anyone stood on the banks of a small river. There was no ford handy and no bridge. The distance was too great to swim because of the coldness of the water. On the other shore lay a pleasant land with castles on high rocks and carpets of green grass around them and cornfields of golden grain, and cattle in all the meadows. "A most pleasant place," said Almost Anyone, "and one I should like to rule over, but since I cannot swim so far, and have no boat, and because, also, of the deepness of the river, I cannot wade, I suppose I must pass on and search out a kingdom easier to reach." As Almost Anyone spoke he glanced down and there at his feet sticking out of the rushes was the prow of a noble boat. "What good fortune," said Almost Anyone, "I can get in and row across with no trouble at all," but when the prince reached the boat he found it fastened to a rock with a huge padlock upon which was stamped: "The rights of others. Break at your peril." "Shall I regard this padlock," said Almost Anyone, "when it keeps me away from the kingdom I wish to rule over? I shall consult my ring." Whereupon Almost Anyone breathed on his ring and was about to speak to it when his eye fell on the castles across the river, and the beauty of them so blinded him that he cried out: "I shall not consult the ring. I shall break the lock and row across, but because I still may have need of it I shall hang the ring on the twig of a tree so that I may come back and get it." So saying Almost Anyone broke the lock and stole the boat, and rowed away, leaving the ring of Reason behind him on a tree. It was late at night when the prince landed on the farther shore, for a strong current kept sweeping him down stream. When the morning came he started out at once to explore the kingdom. What was his dismay to find that the cattle in the fields were clumps of hay, and the green fields marshes covered with a slimy scum and the lovely castles old rotted trees through which the wind howled. "Alas! alas!" cried the prince, "is this the Happiness I have gained by breaking the great lock that guarded the rights of others. In sorrow and despair I shall go back to where I left my ring." But search as he would the prince could not find the boat. The cold river ran swiftly between him and his precious ring. For a day he sat on the bank and wondered what was best to do. At last, he rose up, and said: "I have sinned and must pay the penalty. Though the river is deep and swift and cold I shall plunge in and face it, and perchance I shall regain my ring." I wish I could complete the tale by telling how the prince overcame the river and landed safely on the other shore, but alas, the water was very cold and deep and swift, and the strength of the prince failed before he had gone half way.

The Selfish Bee

A LITTLE bee was once so very fond of honey that he could never make up his mind to bring any home to his hive. When he found a nice sweet honey pot in the heart of a flower he sipped and sipped until every drop was gone and then flew home with nothing for his fellow bees. If course he felt guilty about it, and used to hang his head whenever he met another bee. One day as he sat sipping the honey out of a buttercup a little voice said to him: "When the winter comes whose honey will you eat?" but the bee only buzzed angrily. "If every bee acted like you do, what would the baby bees do?" But the old bee just buzzed angrily once more.

"I am ashamed of such a selfish bee," said the voice, "and I am sure no good will come to you," but the old bee buzzed again and went on eating. This time he ate so much that he got a stomach-ache and crawled out on a leaf to rest. It was so warm in the sun that he fell asleep and a wasp came flying by and car-

ried him off to his paper nest under the eaves of the old barn.

"Just as I expected," said the voice. "Selfishness leads to idleness and idleness exposes one to all sorts of dangers."

An Act of Love

WHEN Robert Louis Stevenson died he was buried on a high hill not far from where he lived. The hill was located in far-off Samoa, and the people who followed him to the grave and mourned over him were natives of Samoa to whom he had been kind and who, therefore, loved him very much.

Many a time the natives had seen Stevenson sitting on the rocks listening to the songs of the birds about him and often he had told them of his love for his little feathered friends.

The day following the burial the chiefs sat down in council. They were very sad. They wished to do something to show their great love. They knew nothing of writing books nor raising up statues, nor proclaiming national holidays in his honor. They were but simple folk whose lives had been spent between two roaring lines of surf.

At last one great chief arose, and said:—

"Our friend went often to hear the birds sing. Maybe his spirit ears still listen for their song. If we take guns and hunt upon the hill the birds will fly away and sing no more. Let us, my brothers, forbid anyone to harm the birds, and so perhaps they will come and sing sweet songs that will delight the spirit ears of our dear friend."

So it came about that the law forbade the harming of birds on Stevenson's hill, and the region all about it became the safe nesting place for feathered visitors.

How Mr. Egan Uses Character Chats

Following the brief devotional exercises with which the school day is opened, the teacher reads one of these stories aloud to the class. Then, without comment, the teacher retires from desk or platform, while one of the pupils who has previously been appointed "judge" steps forward and asks what the class thinks about the story. In the ensuing discussion many different ideas are likely to be expressed. When the time is up, the "judge" renders a snap decision as to which boy or girl has given the best interpretation, and that pupil automatically becomes "judge" for the next day.

Handled in this way the "Character Chats" become the pupils' own possession. The twelve-minute period assigned to the exercise passes pleasantly and pupils look forward to the next one with eager interest.

The teacher should let the pupils "have it out" among themselves. Unless her opinion is directly asked, she may well remain in the background. I cannot too greatly emphasize the importance of this point. No matter how much better the teacher could explain the message, she should let the class do the talking. Make it their affair and they will profit by it.

"Character Chats" are being successfully utilized in the fourth and all higher grades through the ninth, or the junior high school.

Any teacher having a particular character problem upon which Mr. Egan's help is desired, is invited to communicate with him, in care of the Journal of Education, 6 Beacon Street, Boston. He will be glad to write a special story which will be printed in this department. Bring your troubles to Mr. Egan!

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EDUCATION IN ACTION

Closing of Schools Threatened in Atlanta

Unless $500,000 is raised to cover the cost of operation of the Atlanta, Ga., public schools, suspension of classes is threatened. The revenue is exhausted and the salaries of teachers for September were not paid at the end of October. The teachers, however, have remained on duty. Under the city charter the city can not borrow funds which it can not pay back before the end of the year, and all funds to be received from all sources this year have been allocated. Atlanta banks have refused to lend, either on a moral pledge from the city council or on certificates of salaries, which it was planned to give teachers in lieu of money. The banks for the last several years have been lending the city sufficient money to tide the schools over, and each year have issued warnings that they would not continue to do so. The Board of Education agreed to allow a specially appointed committee of citizens to supervise the preparation of its budget next year, and have made proposals for a final appeal to the banks.

Teach with Dictionary And 'Phone Directory

Use of the dictionary is emphasized in the fifth grade of Milwaukee public schools. Not only are the children taught to locate specific words, but they are trained in syllabication and pronunciation, as well as in the etymology of words. Use of the telephone directory in the fourth grade for the training it gives in sequence of letters is recommended by the superintendent of schools as introductory to the study of the dictionary. Definition hunting is commended as a delightful pastime for children.

Would Establish New Scottish University

The scheme of the American Iona Society to erect a huge College of Celtic Culture somewhere in the Scottish Highlands is on the eve of fruition. Final arrangements and discussions have taken place between representative Highlanders and Richard M. Montgomery, president of the American Iona Society, who has just completed a month's tour of Scotland preparatory to the consideration of the final scheme by his society in America. The college will cost no less than $10,000,000 in buildings, equipment and endowments; and there will be twenty-two professorships. There will be accommodation for 500 resident students, men and women. The American Iona Society will not wait until it has gathered the whole sum required, but will commence building operations when a quarter of it has been subscribed. It is hoped to lay the foundation-stone of the college some time next summer.

N. Y. City School Pupils Increase Their Savings

More than a million and a half dollars were deposited in school savings banks by pupils in schools of New York City during the year February 1, 1925, to February 1, 1926. In all, 384,558 separate accounts were maintained in 429 school savings banks, a net gain over the previous year of 57,147 individual accounts. In addition, 32,151 new interest-bearing accounts were opened for pupils in regular savings banks.

Alaska Has Many College-Bred Teachers

Of the 49 high school teachers employed in the public schools of Alaska, 46 are graduates of universities or colleges. In the grade schools, where 83 are employed in the incorporated towns, 69 are graduates of colleges, universities or normal schools. In the schools outside of the incorporated towns 45 of the 77 teachers are graduates of the higher institutions.

Scholarship for The Best Caddy

To the "most efficient" caddy at the Westmoreland Country Club in Pittsburgh, Pa., will be given annually a scholarship, either at the University of Pittsburgh or at Carnegie Institute of Technology. A committee will select the winner of the award which has been established by members of the club to help the "caddies to become successful men."

Many N. Y. High Schools Use Ability Group System

Pupils are grouped according to ability in about thirty-five per cent. of the junior and senior high schools in the state of New York, according to 497 replies received to a questionnaire sent out by the educational measurements bureau of the State Department of Education, to ascertain the extent to which grouping is carried out in high schools. Grouping is usually effected in the ninth grade, and is generally based on intelligence tests, though frequently on the teacher's estimate of the pupil's ability or his marks in school. In 147 schools pupils of different ability are grouped in separate classes and 109 schools reported that ability groups are formed within classes. Some schools use both procedures.

Schools Can Cut Auto Death Toll

Sixty per cent. of the fatalities by automobiles can be prevented by instructing children in primary schools, declared Mrs. Frank H. Bethell, speaking for the Public Safety Bureau before the Westchester, N. Y., Federation of Women's Clubs. Mrs. Bethell said that out of 90,000 accidental deaths by automobiles, 21,000 were of children under fifteen years old. This, she said, is a "problem for women, and when we want interest in schools we turn to the women. We hope to lead the children into better, wiser and safer ways."

Classical Studies Holding Their Own

Of slightly more than 5,000 students enrolled in the three high schools of Providence, R. I., 840, or about one-sixth, are in Classical High School. This represents the same proportion of Providence students pursuing classical courses as in 1881, when one-sixth of the students in Providence High School were in the classical department. All students in Classical High School take Latin, but fewer than half study Greek.

Wide Representation at University of Arkansas

Each of the seventy-five counties in Arkansas is represented by students at the University of Arkansas, Fayetteville. In addition there are students from eighteen other states enrolled in the University, ranging from California to New York and from Texas to Idaho. States other than Arkansas having the largest representation are Oklahoma, with forty-eight students; Texas with twenty-eight and Missouri with ten.

Pupils Show Health Value

Diffusion of health principles to school children by means of the drama was the moving force behind the health play given by the Morse School, Cambridge, Mass. The play, "Milk for the Whole World," was given by the fifth and sixth grades under the direction of Miss Anna A. O'Connell, health teacher, assisted by Miss Cunningham, teacher of gymnastics, and Miss Bacigalupo, fifth grade teacher. Miss O'Connell, who had charge of the health play, has won national recognition for her health activities in schools. Two years ago she was awarded a $500 scholarship given by the American Child Health Association, for the excellent results obtained from her teaching. Her activities at the Morse School during the past year have placed this school among the foremost in the East in the point of health education.

Classrooms to Have Loud Speakers

A system of loud speakers has been installed in the classrooms of the Malden, Mass., high school. This is the first installation in a New England high school. By means of this new public address system Headmaster Jenkins will be able to address his pupils without leaving his desk. He can plug in and speak to any number of classrooms individually or simultaneously. This system will abolish the unsatisfactory method of making announcement on the bulletin board. In case of fire the calm voice of the principal should quiet the pupils. It will be one more safeguard for the members of the school. Music for gymnasium and dancing instruction becomes possible by running wires to the music room. The public address system consists of three parts—the microphone, the amplifier and the projector. Other schools throughout the country, notably in Chicago, have adopted the system.

Tuberculosis Sanitarium For Prague School Pupils

A sanitarium for tuberculous school children will be maintained by the City of Prague. It will be located in a forest near the city which belongs to the municipal government. Wooden dormitories, schoolrooms and offices have already been built. All instruction will be in the open air. This is a feature of the crusade against tuberculosis now in progress in the schools of Prague. Thorough medical inspection is made of all pupils and those who are suffering from tuberculosis are segregated, if necessary, for special treatment. Free meals and milk are supplied. For poor children holiday homes in the mountains or at the seaside will be provided and sun bathing and medical treatment given.

Police Protect Teachers From Pupils' Serenade

A group of pupils of the Moody grammar school, Haverhill, Mass., recently professed their undying love for two of their teachers by appearing beneath the bedroom windows of the teachers late at night and serenading them with love songs. When the singers took up the monotonous chant of "we love you, teacher," the young women decided to call a halt to the proceedings. They complained to the police and officers were detailed to patrol the vicinity.

Farm Scholarships For City Boys

Scholarships are open to New York City boys who desire to attend the National Farm School at Doylestown, Pa., according to Abraham Erlanger, chairman of the expansion project of the school. Last year sixty scholarships were offered to New York boys, and seventy-three were admitted to the school. The scholarships are open to boys between the ages of sixteen and twenty-one, who have a grammar school education. They provide a three-year course in scientific and practical agriculture and a complete high school course. The school is now carrying on a campaign for funds to expand its work, including the purchase of land, the erection of new dormitories, the conversion of the school into a co-educational institution, and establishment of a fund to enable graduates to acquire farms.

Pennsylvania Turns Out 3,807 Budding Teachers

Ninety per cent of the 3,807 students graduated this year from the fourteen state and two city normal schools of Pennsylvania prepared to teach in elementary schools. The remainder specialized in art, music, commercial education, health education, and home economics. The number of 1925-1926 graduates exceeded those of any previous year, both in total numbers and in the number of men. All had four years of high school training or the equivalent before entering normal school.

Engineer Colleges Not Helping Gifted Students

W. E. Wickenden, director of investigation of the Society for the Promotion of Engineering Education, recently declared that the engineering colleges provide a most effective form of education for poor and mediocre students, but fail to distinguish sufficiently between the really gifted man and the super-plugger. He also charged that their methods do not arouse and develop the initiative of the ablest men and make them ready for a lifetime of self-directed education. He offered four suggestions for improvement of conditions — organization of laboratory squads on a vertical plan, in place of the present horizontal plan; increase in the educative value of examinations, creation of a tutorial division of instruction, in which all students would be required to do part of the work of the last two years, and creation of an honors course for highly selected students.

Porters Dodge This Learned Scientist

Pullman car porters fight shy of a certain Pennsylvania State College faculty member when he boards their trains. There is no rush of "redcaps" when Professor George R. Green, head of the college nature study department, appears with his bags on the platform. This is all because those bags are likely to contain from one to ten different varieties of snakes, or a few lizards, snapping turtles or horned toads. Professor Green goes to various cities each week to meet 350 school teachers enrolled in his extension courses in nature study. He takes the same train each week, and the porters all know him and his specimen bags. Thoughts of carrying three-foot rattlesnakes are too much for the porters. The professor must carry his own.

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TREND OF THE TIMES

Plans to Link Empire by Air

Vast schemes for linking the British Empire by air were under review recently by the Imperial Conference. The routes so far mapped include London to Australia, London to South Africa, and a third line will link the scattered West Indian islands. The Egypt-India section of the first of these lines is intended to be in operation on January 1, 1927. The extent to which the respective governments are prepared to give financial aid, as well as the possibility of extending the lines to other parts of the Empire were among the subjects under consideration at the conference.

"Murder Souvenirs" Sold During Trial

The souvenir hunting instinct of Americans in its more morbid phases brought profit to street hawkers in Somerville, N. J., on the opening day of the Hall-Mills murder trial. The hawkers offered for sale on the streets picture postcards of Mrs. Hall's home, DeRussey's Lane and the scene of the crime, as it appeared four years ago. The cards cost 25 cents each and sold readily. Four years ago energetic souvenir hunters reduced to a stripped stump the crabapple tree under which the slain bodies of Mrs. E. R. Mills and the Rev. Dr. Hall were found.

Business Disputes Settled Out of Court

The American Arbitration Association announces that it will furnish arbitrators and exact information on arbitral procedure for business men, to bring about immediate and inexpensive settlement of commercial disputes in every business community in the United States. Anson W. Burchard of the General Electric Company has been chosen president. Every section of the country is represented among the eight leading business men who comprise the board of directors.

Germans Ask War Guilt Inquiry

Formation of an international judicial tribunal for the investigation of the war guilt question is requested in a petition signed by 1,000,000 German men and women prominent in public life. "French, American, British and German authorities," the petition said, "have proclaimed as a lie that paragraph in the Treaty of Versailles which holds Germany alone responsible for the war. The treaty punishes Germany for a crime which preeminent scholars declare she never committed." The petition was presented to Foreign Minister Gustav Stresemann, who is asked to bend all efforts toward "wiping out the war guilt lie." He already has expressed his willingness to have the cause of the war investigated by a non-partisan international tribunal.

Albania to Build First Railroad

Albania, the only nation in Europe without a mile of railroad trackage, is about to build a railroad. It will extend for only thirty-seven kilometers, connecting Tirana with the port of Durazzo. Under Albanian law, the government is empowered to ask each man below the age of fifty to work for six days in the year for the state, and under this system of labor the railroad is to be built. The money cost will therefore be comparatively low.

Ecuadoreans Storm Storehouse for Salt

Scarcity of salt in Cuenca, Ecuador, prompted a band of inhabitants to storm a government warehouse recently in search of the usually plentiful commodity. A clash with the police ensued and four persons were killed and many injured. Farm laborers, hearing that a shipment of salt had been sent from Guayaquil, put an obstruction on the railway track and cut the telegraph wires, planning to attack the train and seize the salt. The plot was discovered and troops were put on the train.

League to Receive Chinese Encyclopaedia

Official notice has been received by the Chinese delegation at Geneva that the Chinese Government is about to present to the library of the League of Nations the complete Chinese encyclopaedia which is reputed to be over 200 years old.. The encyclopaedia comprises 800 large volumes having a total of 7,000,000 lines and over 100,000,000 words. It treats of the heavens, earth, science, humanity, literature and government.

200 Words a Minute Sent by Beam Radio

What is described as the fastest wireless service in the world, the beam system, was recently inaugurated between Montreal and London. Messages were exchanged at the rate of 200 words a minute and reception was perfect. The inaugurating messages were sent between representative newspaper men of the two cities. Tribute was paid to Marconi, the inventor, and the engineers who had made the latest accomplishment possible. The Marconi beam system directs the radio waves in a limited path toward a given objective instead of radiating them in all directions as in ordinary wireless transmission.

Show Giant Searchlight

The largest searchlight in the world was shown at the recent electrical and industrial exposition in New York City. Its makers say that with its 2,000,000,000 candle power, a man forty miles away could read a newspaper. Its intensity is said to be as great as that of all the lights combined on New York's "White Way." The giant light is so perfectly balanced on its truck "that a child could direct it," the makers say.

Ranchers Organize To Entertain "Dudes"

A "Dude Ranchers' Association of the Northwest" has been formed in Montana by 100 representatives of several types of tourist recreational activities. Visitors seeking the great open spaces of the West hereafter may find the "scenery" organized and systematized. The business has grown from boarding house proportions to a million-dollar industry in Montana alone. The summer vacationist, however, will continue to be known as the "dude." Establishments which will offer personally conducted fishing and hunting expeditions will officially take the name of "dude ranches"; the paid guides that of "dude wranglers," and the owner of the ranch becomes "boss wrangler."

Airplanes Tagged Like Motor Cars

Tagging and numbering airplanes as in the case of automobiles will soon be accomplished. The commerce department, acting under the new aviation law, has started its census of flying machines in operation and after it has been completed none will be allowed to take the air unless license numbers are properly displayed. Preliminary official estimates indicate that possibly 5,000 planes are flying about the country.

The BOOK TABLE

CURRICULUM PROBLEMS. By Thomas H. Briggs, Teachers College, Columbia University. Cloth. New York: The Macmillan Company.

Thomas H. Briggs is one of the eminently wholesome educational thinkers of the day. He is a professional engineer. He has surveyed his own highways, has built his own scholastic bridges, so that he has no occasion to detour. His specializing has never fettered his common sense. He talks curriculum from the point of view of children rather than subjects.

In "Curriculum Problems" he quotes with approval: "Our faith in the power of book learning is excessive and unfounded. It is a superstition of the age." Isn't this surprisingly refreshing? Even more refreshing if possible is his saying that the task of curriculum improvement is "as unending as are the changes in society and pupil population." This eliminates the self-constituted specialists who insist that the curriculum they make is eternal. There are two other sections of the book. The more important is on "Emotionalized Attitudes."

There are 156 selections from ninety-six different authorities. There are seven selections from Dr. Ross and five from James Bryce. There are eight others with three selections and fourteen with two selections.

The selections are classified as The Trend of Population, Increasing Pressure on Natural Resources, The Drift to Cities, Spread of the Machine Process, Expansion of the Social Mind, Transformation of the Home, The Family, Child Welfare, Education, Social Distinction, Social Defence Against Crime, Poverty and Its Relief, Social Side of Business and the Professions, Speeding Up Social Progress, Personal Freedom, Willing Obedience to Law, Crowds and Mobs, Independence, Personal Competition, Avoidance of Sectionalism, Promotion of Religious Freedom and Peace, Promotion of Peace Among Nationalities, Labor-Capital Struggle, The Place of Party, Public Opinion, The Citizen as Voter, Democracy.

READINGS IN CIVIC SOCIOLOGY. Selected and Edited by Edward Alsworth Ross, University of Wisconsin, and Mary Edna McCaull, Abraham Lincoln High School, Des Moines, Iowa. Cloth. 400 pages. Yonkers-on-Hudson: World Book Company.

No other American has had as intense interest in as wide a range of present-day problems of Sociology as has Professor Edward A. Ross, who has in a third of a century been on the faculties of the State Universities of Indiana, Nebraska, Wisconsin, Stanford University, and Cornell University, and lectured on Sociology in Harvard and the University of Chicago. He has always been a leader of some phase of sociology, always grappled fearlessly with some very live social problem, always dealing with the issues of the day from the standpoint of the day.

As a result he has always read intelligently the live opinions of worthwhile leaders past and present, and no one could select statements of facts and philosophy more skilfully than can he, and he has associated with him a student and fellow-worker who could be relied upon to be honest and masterfully intelligent in the details of quotation.

REPRESENTATIVE CONTINENTAL DRAMAS. Revolutionary and Transitional. Edited, with introductions, by Montrose J. Moses. Cloth. xiv+688 pages.

REPRESENTATIVE ONE-ACT PLAYS BY CONTINENTAL AUTHORS. Selected, with biographical notes, by Montrose J. Moses. Cloth. xviii+463 pages. Boston: Little, Brown and Company.

Montrose J. Moses has been for many years one of the leading writers on the drama. His books on "The American Dramatist," on Henrik Ibsen, and on contemporary British drama, have gained and held unquestioned authority both in courses in educational institutions and in the private reading of persons interested in the study of the drama and in drama-production. In these two new books he turns his attention to the dramatists of Continental Europe, presenting in the first an anthology of fifteen longer plays from foreign authors, and in the second a series of nineteen one-act plays, representing the playwrights of the Scandinavian countries, of Germany and Austria, of Russia, of France and Belgium, of Italy, and of Spain. Among the longer plays are such important milestones in dramatic history as Ibsen's "The Wild Duck," Hauptmann's "The Sunken Bell," Andreyev's "The Life of Man," D'Annunzio's "Daughter of Jorio," Giacosa's "Falling Leaves," Echegaray's "El Gran Galeoto," Benavente's "The Bonds of Interest," Rostand's "Cyrano de Bergerac," Maeterlinck's "Monna Vanna," and Verhaeren's "The Dawn." Other dramatists represented are Schnitzler, Sudermann, Chekhov, Becque, and Donnay. The subtitle indicates the plan that has dictated the choice of plays, which range from Ibsen's pioneering work through the innovations of the nineties to the culmination of the modern movement in the first decade of the twentieth century. A preface by Mr. Moses and a note on each author and his work adds to the reader's understanding of the significance of the plays, and a stimulating bibliography of works about each makes the volume still more useful.

The volume of one-act plays, which is a companion volume to Mayorga's "Representative One-Act Plays by American Authors" and Clark's "Representative One-Act Plays by British and Irish Authors," published by the same house, contains interesting examples of the short play from Belgium, France, Germany, Austria, Italy, Spain, and Russia. Among them are specimens of the work of such dramatists as Hugo von Hofmannsthal, Henri Lavedan, Georges de Porto-Riche, Frank Wedekind, August Strindberg, the Quintero brothers, Gregorio Martínez Sierra, Evreinov, and Bergstrom, in addition to Schnitzler, Maeterlinck, Sudermann, Giacosa, and Andreyev, who are represented in both volumes. The editor has provided an introductory essay on the one-act play and a note on the "Théâtre Libre," as well as separate brief introductions to each author. Bibliographical material is provided in this volume as in the other. If the book contained nothing but Lavedan's "Five Little Dramas," Maeterlinck's "The Blind," Strindberg's "Simoon," and Martínez Sierra's "The Lover," it would have been worth while; with the other writers added, it becomes a veritable banquet of drama-reading.

Libraries and schools will doubtless

ALEXANDER-SARRATT ARITHMETICS

By THOMAS ALEXANDER *and* C. M. SARRATT

TIE arithmetic to needs, experiences, and instincts of childhood. Develop accuracy and speed in fundamental operations. Present complete diagnostic and remedial program.

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consider both these books essential parts of their general equipment. Lovers of the drama will find them a delight to have and to read.

A BIRD'S-EYE VIEW OF INVENTION. By A. Frederick Collins, author of "Radio Amateur's Handbook." Cloth. With sixty-one illustrations. 320 pages. New York: Thomas Y. Crowell Company.

Mr. Collins has chosen an ambitious text—the whole range of invention beginning back in the remote days before history, and showing how mankind has gradually progressed in the art of taking care of himself. For example, his first story shows how man first learned how to count, measure, etc., and progressed from that starting point to the elaborate system of weights and measures in use today. Then come informing chapters on wood-working tools and machinery, down through the centuries to the most approved laths and other wood-cutting devices; metal-working tools starting back at the Bronze age; farming implements from the time of the first rude plow and hoe to the marvelous binders and reapers of the present; power generators; and a series of valuable chapters on transportation—by land, by sea, by air, and under the water. This is followed by discussions of paper and printing, textile machines, stone pottery and glass working, arms and ammunition, musical instruments, the telegraph and telephone, cameras, telescopes, and a long series of other things that one wants to know about. In fact, it is hard to think of a subject in either ancient or modern invention that Mr. Collins has not covered.

The book is well illustrated from photographs of models in the Patent Office, perfected machines, and other interesting things.

FRESHMAN HYGIENE. Personal and Social Problems of the College Student. By Raymond C. Bull, M.D., and Professor Stanley Thomas, Lehigh University. 74 illustrations. J. B. Lippincott Company.

This book gives the student, as he plunges into college life, concrete information on basic physiology, personal and social hygiene in relation to his new environment. It places at his disposal the experience of hundreds of directors and hygienists, and convincingly drives home the importance of putting this experience to work. The student of this text will know himself: without the waste and sometimes permanent losses entailed in uninstructed experiment, he will know where the pitfalls lie and how to go straight past them to his true objectives. It demonstrates convincingly the importance of knowing and putting into practice the principles of health and efficiency.

THE FARCE OF THE WORTHY MASTER PIERRE PATELIN. Translated and adapted by Moritz Jagendorf. Paper. xii+44 pages. Price, 50 cents. New York: D. Appleton and Company.

This is a recent addition to the "Appleton Modern Plays," edited by Frank Shay, a series which contains over thirty short plays from contemporary British and American authors, together with a few specimens of foreign dramatic art. So far as we know, this is the only example of early playwriting in the series. "Pierre Patelin" is a fifteenth-century French farce, important in the history of French literature and in the general history of drama. Its anonymous author was a genius; only thus can one explain the hold the play still has after four centuries. It has proved its appeal in recent years in the successful performances of the play by the Washington Square Players, whose acting version is given in this little volume. Mr. Jagendorf, the translator and adapter, had previously presented the play at the Educational Alliance in New York, his company being composed of the boys of the Alliance. He gives in his introduction some valuable hints on the staging of the play. Those who enjoyed the uproarious presentation of the Washington Square Players will be glad to have the play to read, and dramatic coaches will find it worth investigation for possible presentation.

INTRODUCTION TO SOCIAL STATISTICS. By Clarence G. Dittmer, Ph. D., University of Wisconsin. 167 pages. Library buckram. Chicago: A. W. Shaw Company.

Modern society is demanding more exact conclusions which come from the unbiased, unemotional study of measurable, quantitative data. Social statistics deals with the measurement of social forces. It is the scientific method applied to the study of human relationships which is fast becoming the universal language of the social sciences. Human relationship cannot be isolated in test tube and tested in flame. The sociologist must study passions, attitudes, and activities where he finds them. He cannot direct them, he cannot even bring them into being at will. At best the science of statistics is capable of measuring measurable phenomena, of discovering correlations and relationships. But to this must be added a large measure of common sense.

Accurate social judgments *demand* dependable facts; and the better these facts are presented, the easier it is to arrive at reliable conclusions. For the professional social worker, the volunteer, and the student of social and economic phenomena "Social Statistics" cuts a clear, wide, easily traveled road to the most effective methods of securing, presenting, and interpreting reliable data.

SAPLINGS: VERSE, SHORT STORIES, AND ESSAYS. Selected from manuscripts written by high school students in competition for the Witter Bynner Scholastic Poetry Prize and the student-written numbers of the Scholastic, a national high school magazine. Cloth. 78 pages. Pittsburgh, Pa.: Scholastic Publishing Company.

"The Sapling" is one of the delightful surprises of the season. Its fifty selections of student-written verse from high school manuscripts rank well with college verse. The verses are from high schools in Des Moines, Iowa; Richmond, Virginia; Morgantown, West Virginia; Brunswick, Me.; Bridgeport, Connecticut; Oak Park, Illinois; Portland, Oregon; Pasadena, California; Topeka, Kansas; Haverhill, Massachusetts; Butler, Pennsylvania; Leonia, New Jersey; Brooklyn, New York; Easton, Pennsylvania; Binghamton, New York; Sandoval, Illinois; Rockford, Illinois; Racine, Wisconsin; Nashua, New Hampshire; Westfield, Massachusetts, Ottumwa, Iowa; Pittsburgh, Pennsylvania.

The editorial on Witter Bynner in this issue of the Journal of Education should be read in this connection.

Books Received

"Representative Catholic Essays." Edited by George Carver and Ellen M. Geyer.—"La Casa de Los Cuervos." By Hugo Wast. Edited by Ernest H. Hespelt.—"Elements of Economics." By Charles Ralph Fay.—"Laboratory Manual of High School Geography." By E. E. Ramsey and J. A. Price.—"A History of Hawaii." By Ralph S. Kuykendall. — "Education for a Changing Civilization." By William Heard Kilpatrick. — "Guidance of Childhood and Youth." Compiled by Child Study Association of America. New York: The Macmillan Company.

"The Understanding Prince." Edited by Randall J. Condon.—"The Path of Learning." Edited by Harry W. Holmes and Burton P. Fowler.—"The House and Its Care." By Mary Lockwood Matthews. Boston: Little, Brown and Company.

"Elton Frome." By Edith Wharton.—"Philosophy of the Recent Past." By Ralph Barton Perry. New York: Charles Scribner's Sons.

"Job Sheets for the Practical Electrical Shop." By F. E. Tustison. Milwaukee: Bruce Publishing Company.

"Style Book for Writers and Editors." By C. O. Sylvester Mawson. New York: Thomas Y. Crowell.

"The Swiss Family Robinson." Abridged by J. C. Allen. New York: Longmans, Green and Company.

"A New Experimental Science." By J. G. Frewin. Part One. New York: Oxford University Press, American Branch.

"A Brief History of Physical Education." By Emmett A. Rice. New York: A. S. Barnes and Company.

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GRINS BETWEEN GRINDS

Then Father Saw Red

An elderly man, calling at a girls' school to inquire after his only child, a daughter, was greeted by the beaming principal. "You must be proud to be the head of such a large family," she said, "all the members of which appear to be so fond of one another." "Large family! Fond! What do you mean?" he asked in amazement. "Why," the principal gushingly answered, "no less than five of Marion's brothers have been here to take her for walks, and she informs me that the tall one with brown eyes is to call again tomorrow."

Unpopular Graduates

"So you graduated from a barber college. What is your college yell?"

"Cut his lip, cut his jaw, leave his face raw, raw, raw!"

A Quiet Dresser

Mrs. Suburb—"Your husband always dresses so quietly."

Mrs. Travelingman—"Oh, does he? You ought to hear him when he loses his collar button."—Exchange.

Cause For Joy

"What would your mother say, little boy," asked the passerby, "if she heard you talking like that?"

"She'd be jolly pleased if she could hear me," answered the boy.

"How?"

"Because she's stone deaf."

A Clean-up

Teacher—"Johnny, name a collective noun."

Johnny — "A vacuum-cleaner."—Good Hardware.

Good in Addition

"Father, I made 100 in two subjects."

"That's mighty fine, son. What were they?"

"Sixty in geography and 40 in arithmetic."

Yes, Indeed

Father—"When Abe Lincoln was your age he was making his own living."

Son—"Yes, and when he was your age he was president."—Children, The Magazine for Parents.

Healthy

Visitor—"So you really think Yarmouth is a healthy place?"

Native—"Healthy! Why, we cure herrings here after they're dead."

About Time

He rushed into the room where his wife was sitting.

"My dear," he said, excitedly, "guess what's happened! Intelligence has just reached me—"

"Well, thank Heaven, Harry!" she replied, rushing to embrace him.—Stray Stories.

Maybe!

"Mandy, what foh is you goin' inter dat beauty parlor?"

"Go 'long, big boy, an' lemme 'lone. Ah is goin' ter get me a pehmanent straight."—U. of Wash. Columns.

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Meetings To Be Held

NOVEMBER.

22-25: South Dakota Education Association. C. S. Hall, Bellefourche, S. D.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

26-27: Maryland State Teachers' Association, Baltimore. H. W. Caldwell, secretary, Elkton, Md.

26-27: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Buffalo, N. Y. Dr. George W. McClelland, University of Pennsylvania, Philadelphia, secretary.

27: Association of Modern Language Teachers of the Middle States and Maryland, Philadelphia, Pa. Miss Elsie I. Jamieson, Kensington High School, Philadelphia, secretary.

28-29: Association of Teachers of Mathematics in the Middle States and Maryland, New York, N. Y. Elsie V. Bull. West Chester, Pa.

28-30: American Historical Society, Rochester, N. Y. D. C. Munro, Princeton, N. J.

DECEMBER..

2-3: Association of Colleges and Secondary Schools of the Southern States, Jackson, Mississippi. N. W. Walker, University of North Carolina, Chapel Hill, N. C.

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20-21: American Association of Teachers of Spanish, El Paso, Texas (Professor W. S. Hendrix, Ohio State University, Columbus, Ohio).

27-28: American Association for the Advancement of Science, Philadelphia, Pa.

27-28: American Nature Study Society, Philadelphia, Pa. George R. Green, State College, Pa.

27-28: Association of Schools of Professional Social Work, Chicago, Ill. Margaret Leal, 105 E. 22d street, New York, N. Y.

27-28: National Council of Geography Teachers, Philadelphia, Pa. George T. Miller, State Teachers' College, Mankato, Minn.

27-29: Geological Society of America, Madison, Wis. Charles P. Berkey, Columbia University, New York, N. Y.

27-30: National Commercial Teachers' Federation, Chicago, Ill. Willard J. Wheeler, Wheeler Business College, Birmingham, Ala.

28-29-30: American Psychological Association, Psychological Laboratory, University of Pennsylvania, Philadelphia, Pa.

28-29-30: Illinois State Teachers' Association, Springfield. R. C. Moore, Carlinville, Illinois.

28-29-30: Pennsylvania State Education Association, Harrisburg. J. H. Kelley, secretary, Harrisburg.

28-30: American Psychological Association, Philadelphia, Pa. Harvey Carr, University of Chicago Chicago, Ill.

28-30: Illinois State Teachers Association, Springfield. Mrs. E. A. Armbruster, Peoria.

27-January 1, 1927: American Association for Advancement of Science, Philadelphia, Pa. Michael I. Pupin, Columbia University, New York.

27-30: Linguistic Society of America. Harvard University, Cambridge, Mass. (Professor R. G. Kent, secretary, University of Pennsylvania, Philadelphia, Pa.)

28-29: American Students Health Association, New York City, Warren E. Forsyth, University of Michigan, Ann Arbor, Mich.

28-31: Botanical Society of America, Philadelphia, Pa. L. H. Bailey, Ithaca, N. Y.

29-30: National Association of Biblical Instructors in American Colleges and Secondary Schools, New York, N. Y. Ralph K. Hickok, Wells College, Aurora, N. Y.

29-31: Association of American Geographers, Philadelphia, Pa. J. P. Goode, University of Chicago, Chicago, Ill.

29-31: National Association of Teachers of Speech, Chicago, Ill. E. M. Mabie, University of Iowa, Iowa City, Iowa.

29-31: The annual meeting of the Florida Education Association, Tallahassee, R. M. Sealey, president.

29-31: Modern Language Association of America, Harvard University, Cambridge, Mass. (Professor Carleton Brown, Bryn Mawr, Pa.)

December 31-January 1: American Association of University Professors, University of Pennsylvania, Philadelphia, Pa. (Professor H. W. Tyler, secretary, Massachusetts Institute of Technology, Cambridge, Mass.)

JANUARY

17-23, 1927: National Thrift Week.

FEBRUARY

19: National Council of Teachers of Mathematics, Dallas, Texas. Marie Gugle, Columbus, Ohio, President.

27-March 3: Fifty-seventh annual meeting of the Department of Superintendence of the N. E. A., Dallas, Texas.

MARCH

31-April 2: Schoolmen's Week Sessions, University of Pennsylvania, Philadelphia.

JULY

3-7: N. E. A. Convention, Seattle, Washington.

AUGUST

3-10: World Federation of Education Associations, Toronto, Canada.

Summer, 1927: National Congress of Parent-Teachers Association, Oakland, California.

Education

By Charles Thompson Conger

Education is a companion which no misfortune can suppress,
No enemy alienate, no clime destroy;
At home a friend; abroad, an introduction; in solitude, a solace.
It lessens vice, it guards virtue,
And gives at once a grace and government to genius.
Without it, what is Man? The slave of passion, the dupe of circumstances, a reasoning savage,
Vacillating between the intelligence derived from God
And the degradation of brutal creatures.

—From Sierra Education News.

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